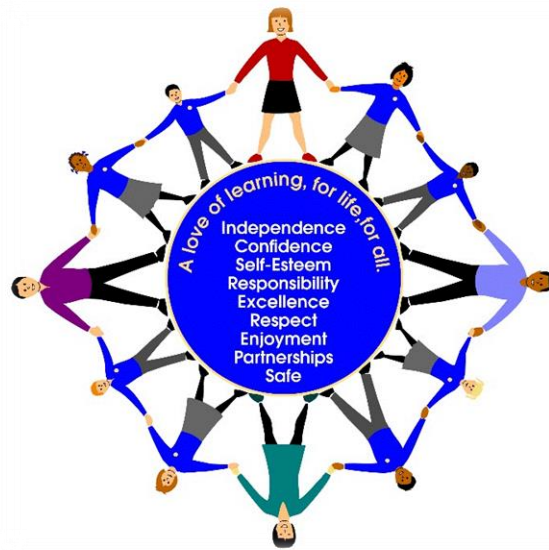


# Year Two - Curriculum Evening



*A love of learning, for life, for all.*

# Who are we?

## Wildcats



Mrs Alex Jones

Mr Paul Parry

## Puffins




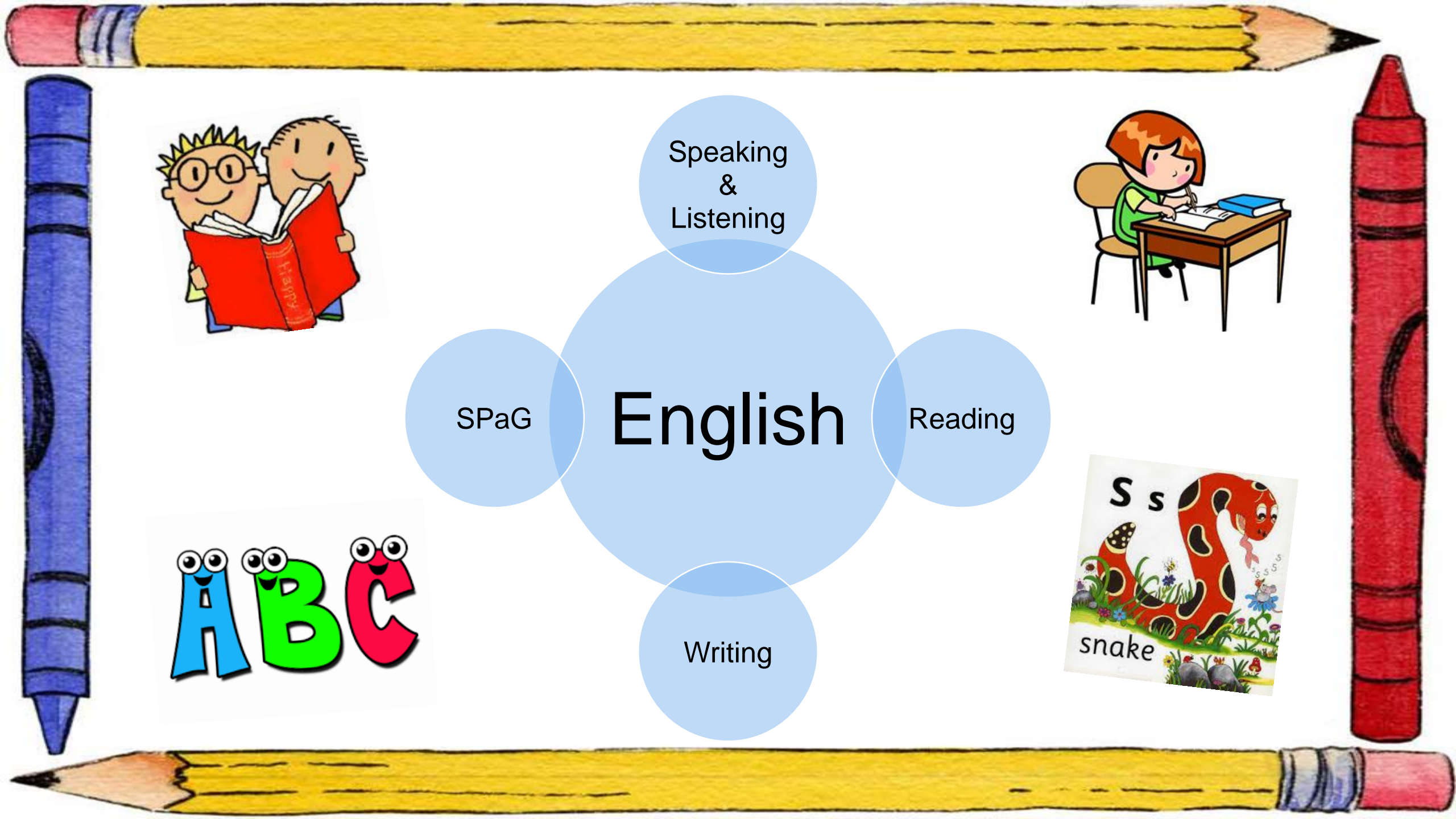
Mrs Reegan Prinsloo

Ms Luci Rainford



# Aims for tonight

- Share key dates and information for the year
  - To understand the importance of Learning Behaviour
  - To share information about the Maths and English curriculum in Year 2
  - To provide guidance on how you can help at home
- 



Speaking  
&  
Listening

SPaG

English

Reading

Writing

A B C






*Reading*

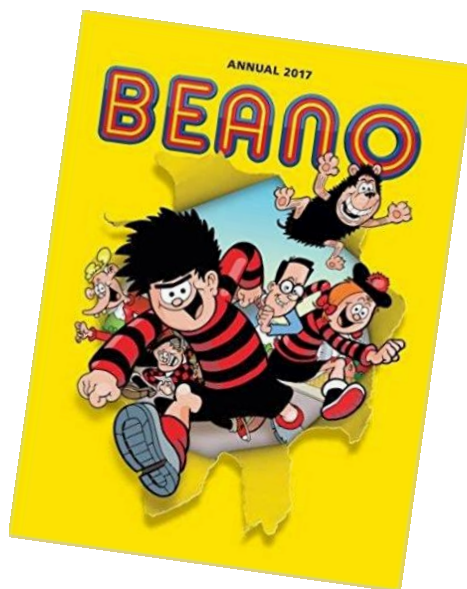


# Reading

- Read every day for 10 minutes
  - Aim to write in your child's reading journal at least once a week (this is a non-negotiable)
  - Ask good quality comprehension questions
  - Develop key reading skills; comprehension; making predictions; character relations; offering opinions.
- 

# Reading

Remember, reading isn't just reading books!





# Websites

[www.parentsintouch.co.uk](http://www.parentsintouch.co.uk)

[www.twinkl.co.uk/resources/parents](http://www.twinkl.co.uk/resources/parents)

[www.theschoolrun.com](http://www.theschoolrun.com)





subordinate  
 possession  
 colon  
 phrase  
 brackets  
 noun  
 adjective  
 punctuation  
 tense  
 preposition  
 prefix  
 verb  
 singular  
 adverb  
 suffix  
 apostrophe  
 contraction  
 plural  
 clause  
 pronoun  
 article  
 synonym

**SPaG**





# SPaG

The SPaG element of the curriculum was brought in a couple of years ago by the government as a way of testing Year 6 on their understanding of grammatical knowledge.

---

Focused SPaG lessons

English lesson starters focused on this  
Phonics

High expectations within lessons and in marking of book



# Word Lists / Common Exception Words

The word lists for each year group are statutory.

The lists are a mixture of words pupils frequently use in their writing and those which they often misspell.

## Year 1 and 2 Common Exception Words

Year 1			Year 2			
the	they	one	door	gold	plant	clothes
a	be	once	floor	hold	path	busy
do	he	ask	poor	told	bath	people
to	me	friend	because	every	hour	water
today	she	school	find	great	move	again
of	we	put	kind	break	prove	half
said	no	push	mind	steak	improve	money
says	go	pull	behind	pretty	sure	Mr
are	so	full	child	beautiful	sugar	Mrs
were	by	house	children	after	eye	parents
was	my	our	wild	fast	could	Christmas
is	here		climb	last	should	everybody
his	there		most	past	would	even
has	where		only	father	who	
I	love		both	class	whole	
you	come		old	grass	any	
your	some		cold	pass	many	



# Phonics

The word "Phonics" is written in a colorful, bubbly font where each letter is filled with various small illustrations related to the letter's sound. The 'P' is red and shows a person and a pencil. The 'h' is orange and shows a hamster and a house. The 'o' is green and shows a person and a house. The 'n' is blue and shows a dog and a cat. The 'i' is light blue and shows a person and a cat. The 'c' is purple and shows a hand and a pencil. The 's' is pink and shows a person and a pencil.



# Phonics

Focused phonics lesson every day

Home learning spelling words taken from these lessons or  
the common exception words for year 2

Spelling Rules

[www.theschoolrun.com/teachers-tricks-make-spelling-easy](http://www.theschoolrun.com/teachers-tricks-make-spelling-easy)





# Key Words

Read AND spell simultaneously

Essential learning but it's tricky!

Play games

APPS - 'Spelling Free'

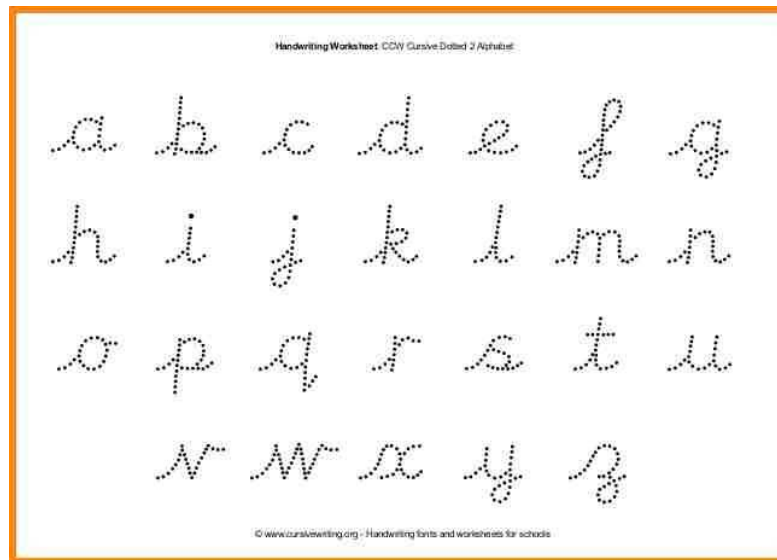





# Handwriting

Weekly lesson

Expectation is to join cursively





w r i t i n g









# Writing

It is essential that teaching develops pupils' competence in **transcription** (spelling and handwriting) and **composition** (articulating ideas and structuring them in speech and writing).


In addition, pupils should be taught how to plan, revise and evaluate their writing.

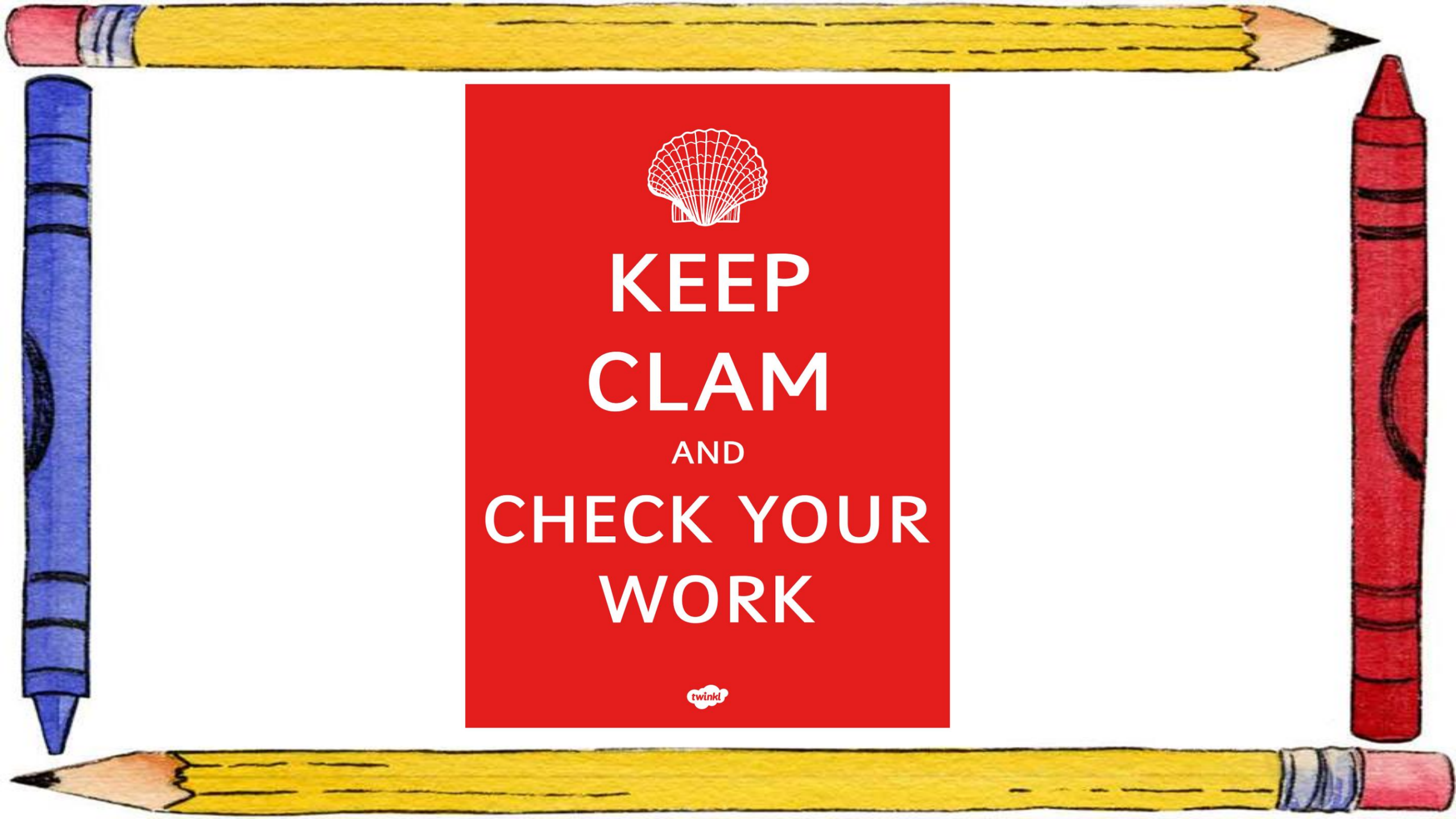
These aspects of writing have been incorporated into the programmes of study for composition.





# Year 2 cover the following areas and text types:

- ✓ **Narrative:** Traditional tales, stories in familiar settings, imaginary texts, fantasy, quest and adventure stories.
  - ✓ **Non Fiction:** Recounts, instructions, postcards and letters.
  - ✓ **Poetry:** Traditional poems, songs and repetitive poems, poems about family and humorous poems.
- 



**KEEP  
CLAM  
AND  
CHECK YOUR  
WORK**








# Editing

The Curriculum places an emphasis on children being able to edit their own writing.

At Orleans, we have a marking policy that enables us to support children to become effective editors of their own and others writing.





**Prewrite**

Plan your writing.

**Write**

Write your first draft.

**Revise**

Change your writing to make it better.

**Edit**

Check your writing.

**Publish**



Share your writing.



# Non-Negotiables



End of Year Expectations	Punctuation	Sentence construction	Hand Writing	Phonics and Spellings	Amount
Year 2	<p>I can punctuate sentences in the course of writing, using capital letters, full stops and question marks independently.</p> <p>I can use exclamation marks and question marks correctly.</p> <p>I can write an exclamatory sentence, starting with 'what' or 'how' and include a verb.</p> <p>I can write questions, comments and statements.</p> <p>I can use commas to separate items in lists.</p> <p>I can use apostrophes in contracted work, e.g: couldn't or could've.</p>	<p>I can write sentences using some adjectives to create a noun phrase to add specific detail.</p> <p>I can use coordinating conjunctions, 'or' '<u>and</u>' 'but'.</p> <p>I can use subordinating conjunctions 'also' 'then' 'that' 'next' 'when' 'so' 'because' 'if' to write compound sentences.</p> <p>I can open sentences with a range of words including: One day, Once upon a time, Suddenly, First, Then, Next, Last.</p>	<p>I can write using neat, legible cursive script.</p> <p>I can use the correct size and letter formation (there is a clear difference in size between capitals and lower case letters).</p>	<p>I will complete Phase 5 and 6 Eg: adding '<u>ed</u>' '<u>ing</u>' prefixes and '<u>un</u>' '<u>re</u>' '<u>dis</u>' '<u>ful</u>' '<u>ly</u>' '<u>ment</u>' '<u>ness</u>' suffixes.</p> <p>I can spell all the key word sets up to Year 2 (Intense red – set 15)</p> <p>I will be learning Phase 6 sounds.</p> <p>I can spell words with contracted form (can't, didn't, hasn't, couldn't, it's, it'll).</p> <p>I can segment spoken words into phonemes and represent these by graphemes – spelling many correctly.</p>	<p>I can write at length (at least ¼ to ½ of a side of A4).</p>




# How to help at home

Copy some sentences from a book and get them to underline grammatical structures (nouns, verbs, adjectives).

Write down some unpunctuated sentences for your child to punctuate correctly.


Call out a word and ask your child to tell you a synonym (a word that means the same) or an antonym (a word that means the opposite).

When writing letters or emails, encourage your child to add an adjective or adverb to a sentence (e.g. 'Thank you for my wonderful birthday present')





If at first you don't succeed then...



...abandon it and try again another time!





The background of the slide is a dense, repeating pattern of colorful numbers (0-9) in various colors including red, yellow, blue, green, orange, and purple. The numbers are scattered across the entire page, creating a vibrant and mathematical atmosphere.

# Maths

- *Developing a healthy mindset*
- *Year 2 Expectations*
- *Fluency*
- *Written methods*
- *Challenge*
- *Helping at home*

# Key Principles @ Orleans

Fewer topics in greater depth  
Mastery for all pupils  
Number sense and place value come first  
Problem solving is central

---

**Lessons may look very different** to what you expect to see. You may not feel clear about why your child is **focusing on fewer topics** than one might expect, or why students are **not accelerated** on to different mathematical content if they already seem able to use certain techniques.

Pupils are **not** going to be **'climbing'** the curriculum, but **going deeper** into it.

Understanding maths and thinking like mathematicians **does not mean learning by rote**. This approach may be unfamiliar to many parents based on their experience of differentiation for their children.

## What does the NC say?

- “Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content.”
- “Those who are not sufficiently fluent should consolidate their understanding, through additional practice, before moving on.”

# What is Mastery?

*"In mathematics, you know you've mastered something when you can apply it to a totally new problem in an unfamiliar situation."*

Dr. Helen Drury, Director of Mathematics  
Mastery

- Like driving a car -

# Year Two Expectations

## Working at the expected standard

- The pupil can partition two-digit numbers into different combinations of tens and ones. This may include using apparatus (e.g. 23 is the same as 2 tens and 3 ones which is the same as 1 ten and 13 ones).
  - The pupil can add 2 two-digit numbers within 100 (e.g.  $48 + 35$ ) and can demonstrate their method using concrete apparatus or pictorial representations.
  - The pupil can use estimation to check that their answers to a calculation are reasonable (e.g. knowing that  $48 + 35$  will be less than 100).
  - The pupil can subtract mentally a two-digit number from another two-digit number when there is no regrouping required (e.g.  $74 - 33$ ).
  - The pupil can recognise the inverse relationships between addition and subtraction and use this to check calculations and work out missing number problems (e.g.  $\Delta - 14 = 28$ ).
  - The pupil can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutativity as necessary (e.g. knowing they can make 7 groups of 5 from 35 blocks and writing  $35 \div 5 = 7$ ; sharing 40 cherries between 10 people and writing  $40 \div 10 = 4$ ; stating the total value of six 5p coins).
  - The pupil can identify  $\frac{1}{3}, \frac{1}{4}, \frac{1}{2}, \frac{2}{4}, \frac{3}{4}$  and knows that all parts must be equal parts of the whole.
- The pupil can use different coins to make the same amount (e.g. pupil uses coins to make 50p in different ways; pupil can work out how many £2 coins are needed to exchange for a £20 note).
  - The pupil can read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given (e.g. pupil reads the temperature on a thermometer or measures capacities using a measuring jug).
  - The pupil can read the time on the clock to the nearest 15 minutes.
  - The pupil can describe properties of 2-D and 3-D shapes (e.g. the pupil describes a triangle: it has 3 sides, 3 vertices and 1 line of symmetry; the pupil describes a pyramid: it has 8 edges, 5 faces, 4 of which are triangles and one is a square).

# We want children to ask themselves...

- 1. Can I do this in my head?*
- 2. Can I do this in my head using drawings or jottings?*
- 3. What manipulatives can I use to reach the answer?*



# Concrete - Pictorial - Abstract (CPA)

## Concrete representation

A child is first introduced to an idea or a skill by acting it out with real objects. In division, for example, this might be done by separating apples into groups of red ones and green ones or by sharing 12 biscuits amongst 6 children. This is a 'hands on' component using real objects and it is the foundation for conceptual understanding.


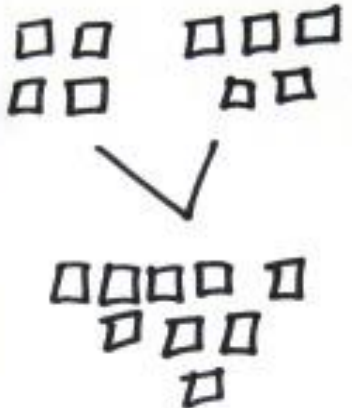

## Pictorial representation

A child has sufficiently understood the hands-on experiences performed and can now relate them to representations, such as a diagram or picture of the problem. In the case of a division exercise this could be the action of circling objects.

## Abstract

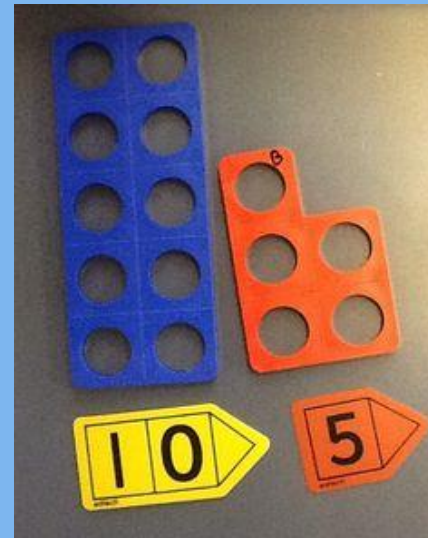
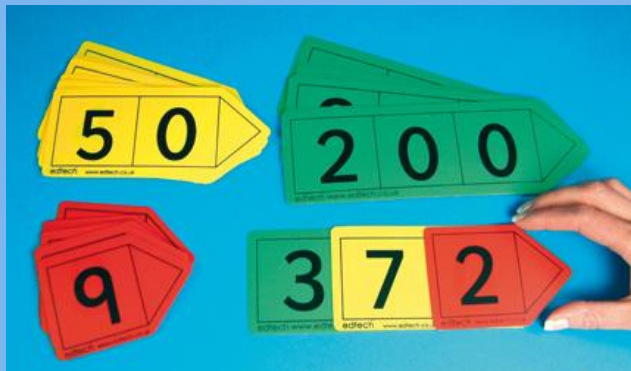
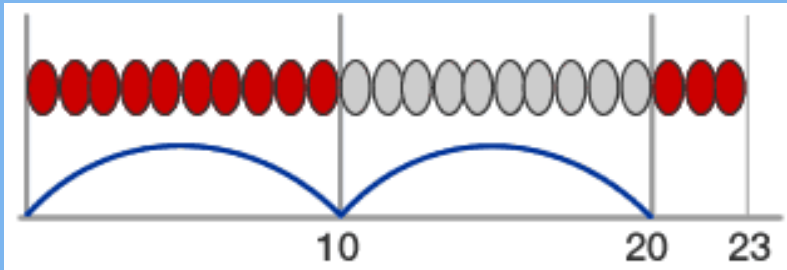
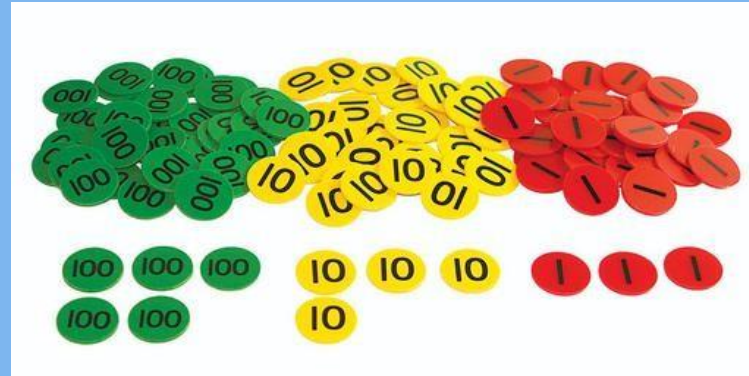
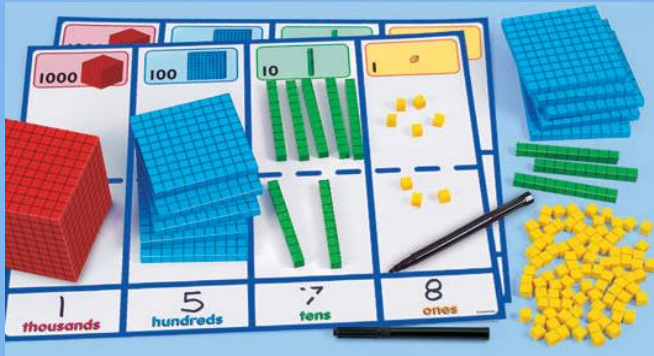
A child is now capable of representing problems by using mathematical notation, for example:  $12 \div 2 = 6$  This is the ultimate mode, for it "is clearly the most mysterious of the three."

# Concrete - Pictorial - Abstract (CPA)

concrete	Representational	Abstract
<p>①</p> 		$4 + 5 = 9$
<p>②</p> 		



# Place Value



# ADDITION

## Key words

total come increase  
both altogether  
sum plus combine  
In all add join



*How would you solve these?*

- $25 + 42$
- $25 + 27$
- $25 + 49$

# Stage 1: Partitioning

$$\begin{array}{r} 45 + 33 \\ \diagdown \quad \diagup \quad \diagdown \quad \diagup \\ 40 \quad 5 \quad 30 \quad 3 \end{array}$$

$$40 + 30 = 70$$

$$5 + 3 = 8$$

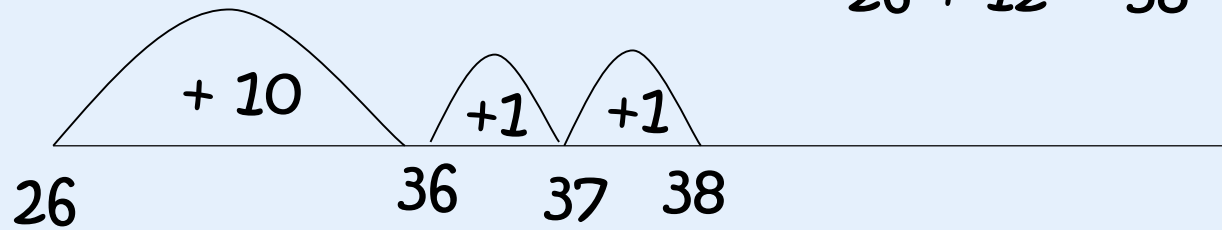
$$70 + 8 = 78$$

*Your turn...*

$$53 + 46 =$$

## Stage 2: Number line

$$26 + 12 = 38$$



# SUBTRACTION

Key words

Take away decrease

remain difference

minus

How many more?

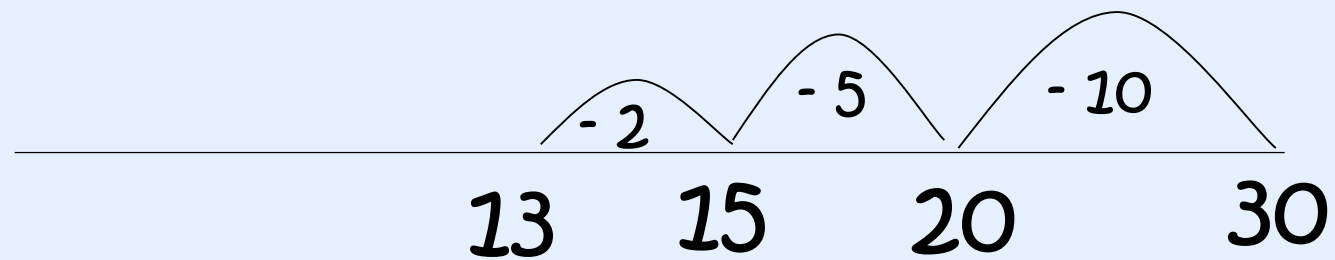
fewer

left



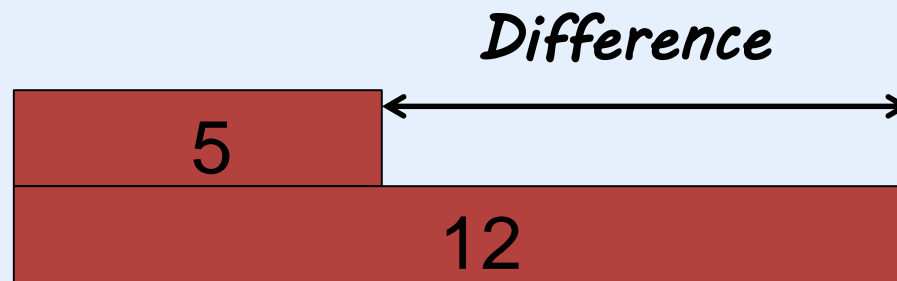
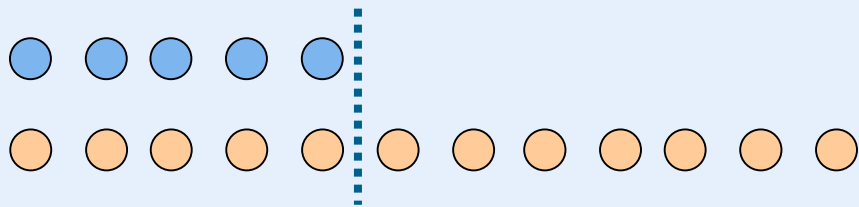
# Stage 1: Number line

- Subtraction as taking away



$$30 - 17 = 13$$

# *Subtraction as finding the difference*

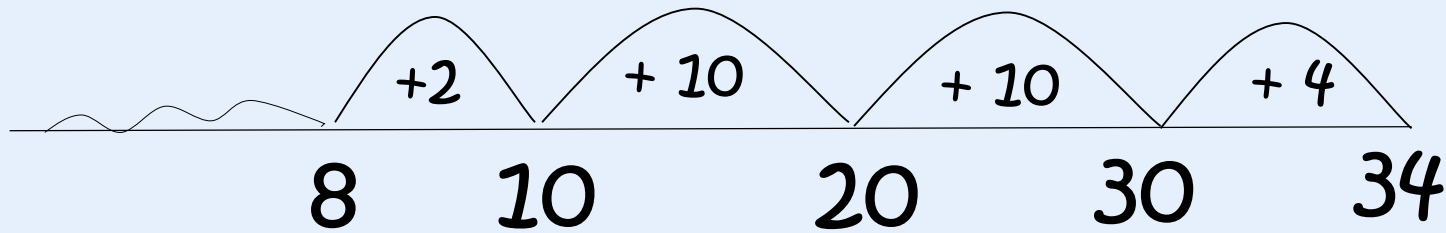




## Stage 2: Number line

*Subtraction as finding the difference*

$$34 - 8 =$$



- *Jump to next multiple of 10*
- *Count the jumps*

$$10 + 10 + 4 + 2 = 26$$



# Multiplication

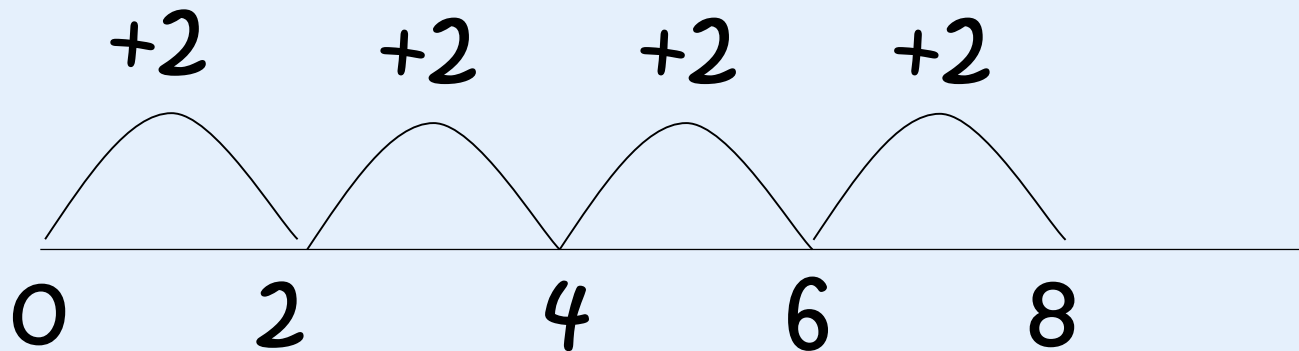
per  
of  
multiplied  
product  
twice

double  
by  
as much  
times

# Stage 1: Number line

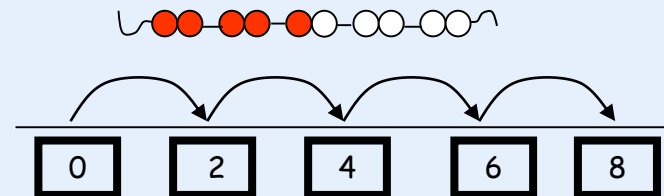
*Multiplication as repeated addition*

$$4 \times 2$$



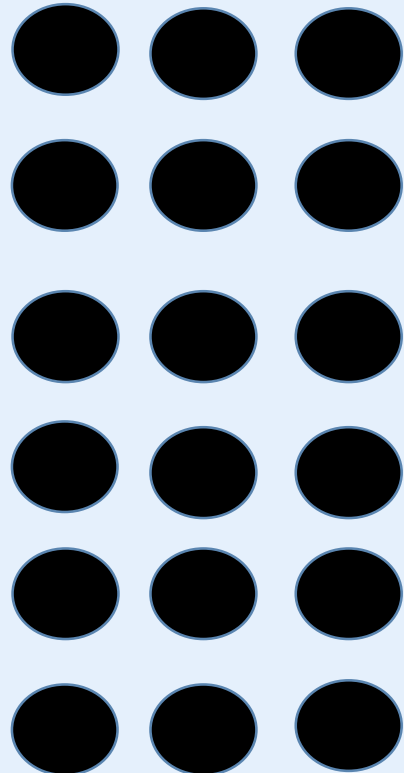
$$4 \times 2 = 2 + 2 + 2 + 2$$

$$\text{So, } 2 \times 4 = 8$$

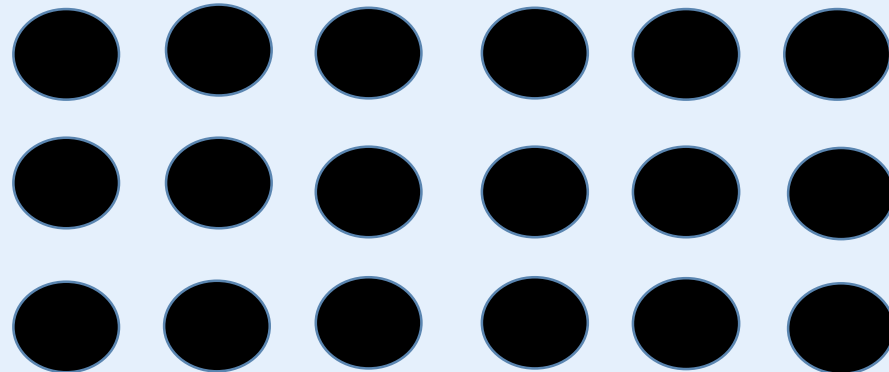


# Stage 2: Arrays

$3 \times 6$



Or



*Add the dots*



# Division

cut

each

evenly

Every

Quotient

out of

equal parts

divided by

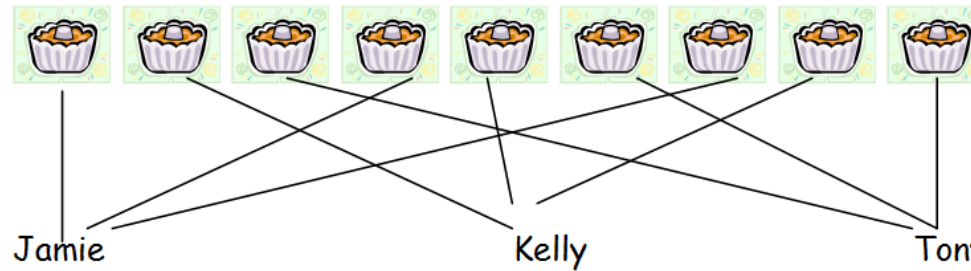
In half

average

# Division

## *Sharing*

The tray had 9 cakes in and they were shared out between Jamie, Kelly and Tony. Each child had the same number of cakes. How many did they have each?



So,  $9 \div 3 = 3$

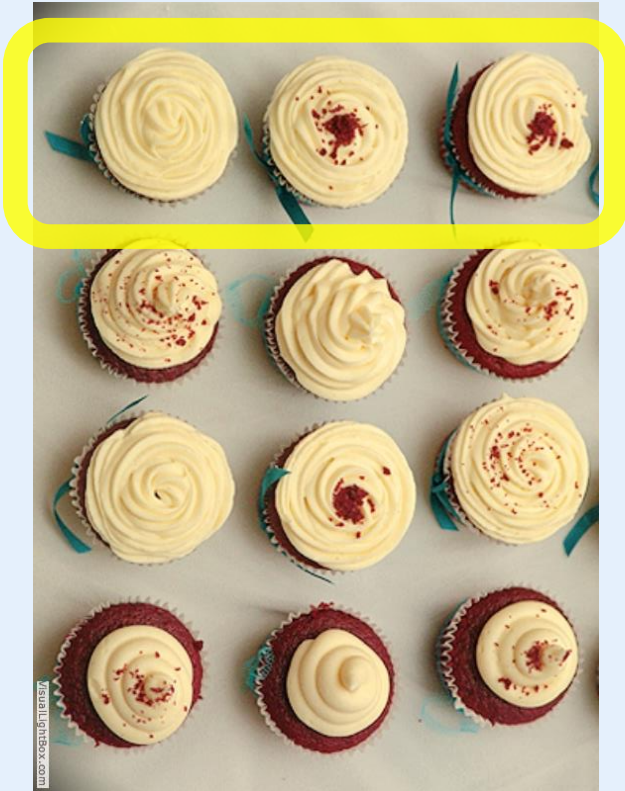
## *Grouping*

The apples need putting into bags with 5 apples in each bag. Julie has 15 apples. How many bags will she need?

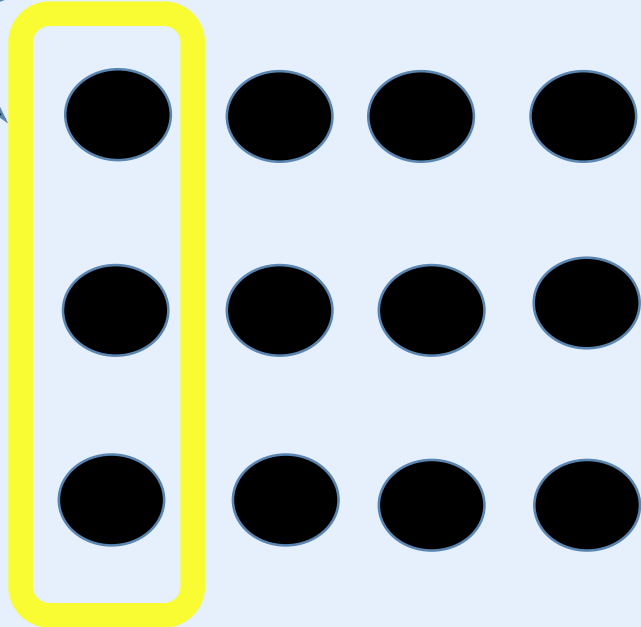


So,  $15 \div 5 = 3$

# Stage 2: Arrays



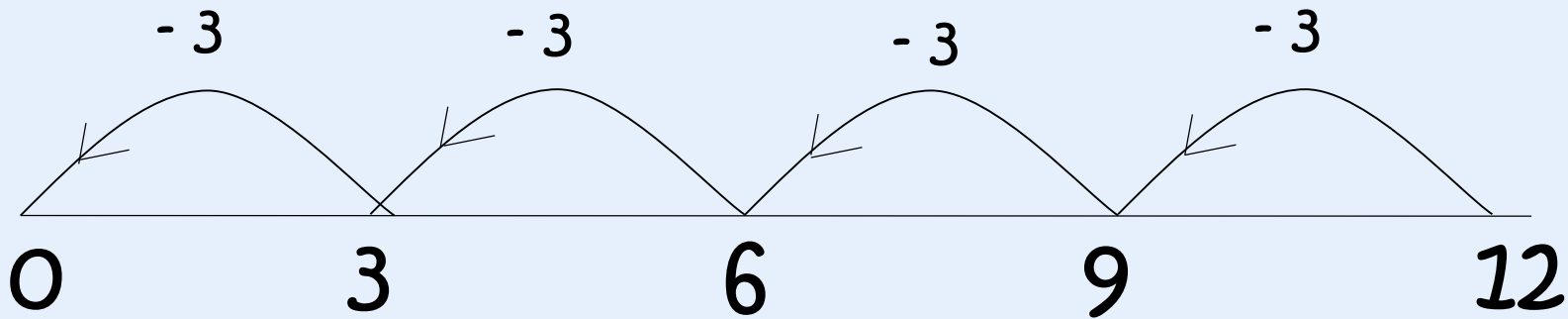
First group of 3



$$12 \div 4 = 3$$

# Stage 3: Repeated subtraction

$$12 \div 3 = 4$$



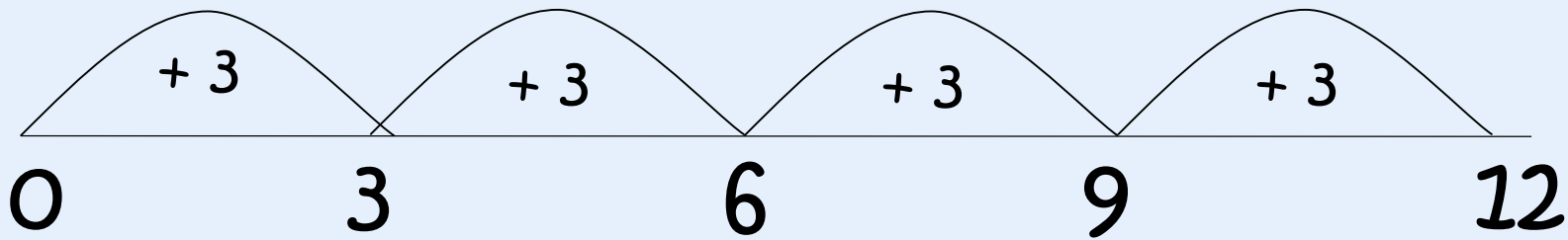
$$12 - 3 - 3 - 3 - 3 = 4 \text{ groups of } 3.$$



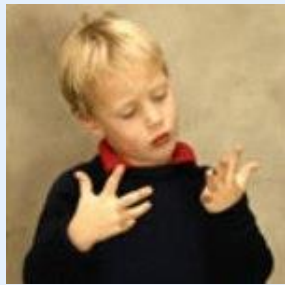
# Counting in steps

$$12 \div 3 = 4$$

Add the jumps



*Fingers*



"3

"6

"9

"12

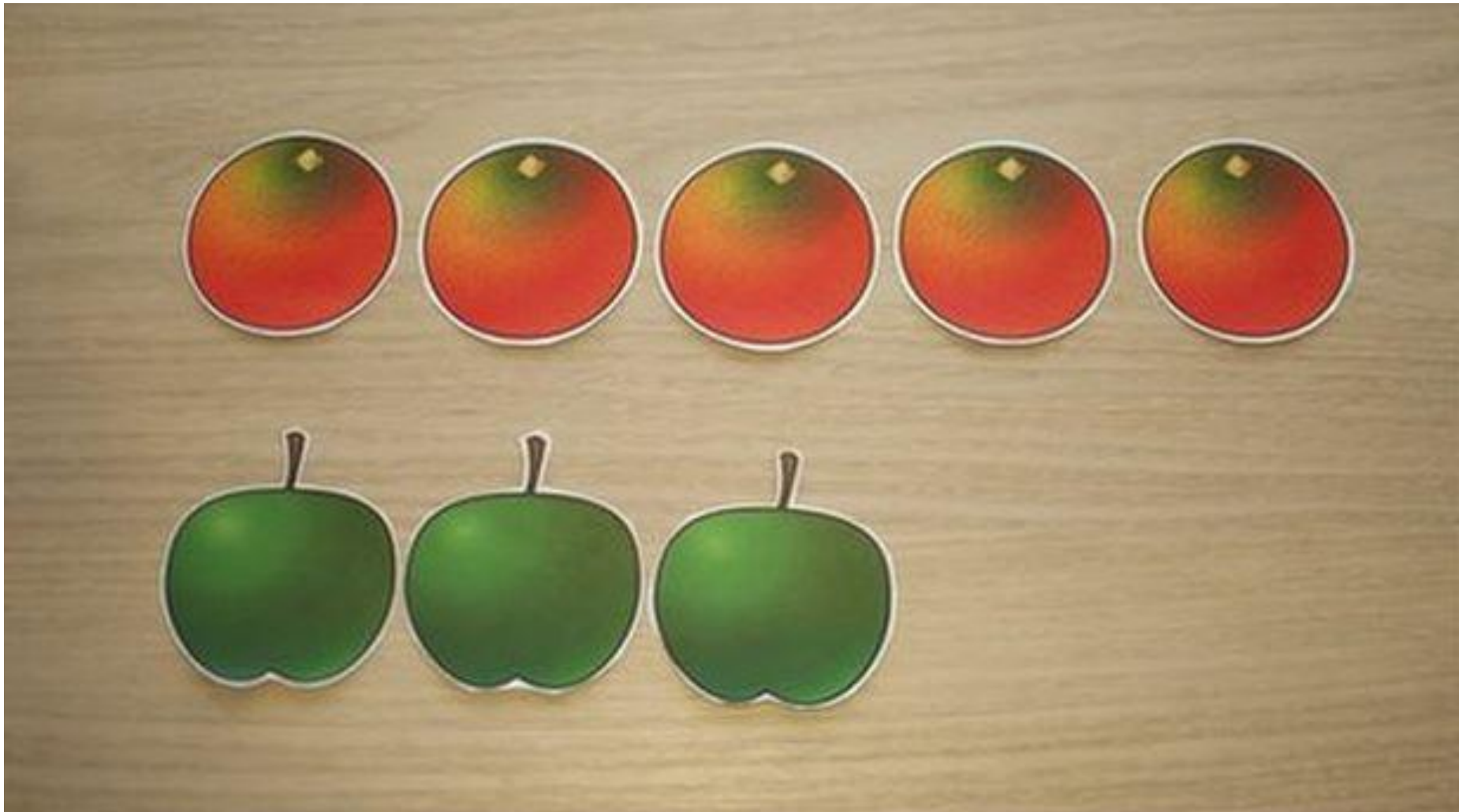


# Problem Solving

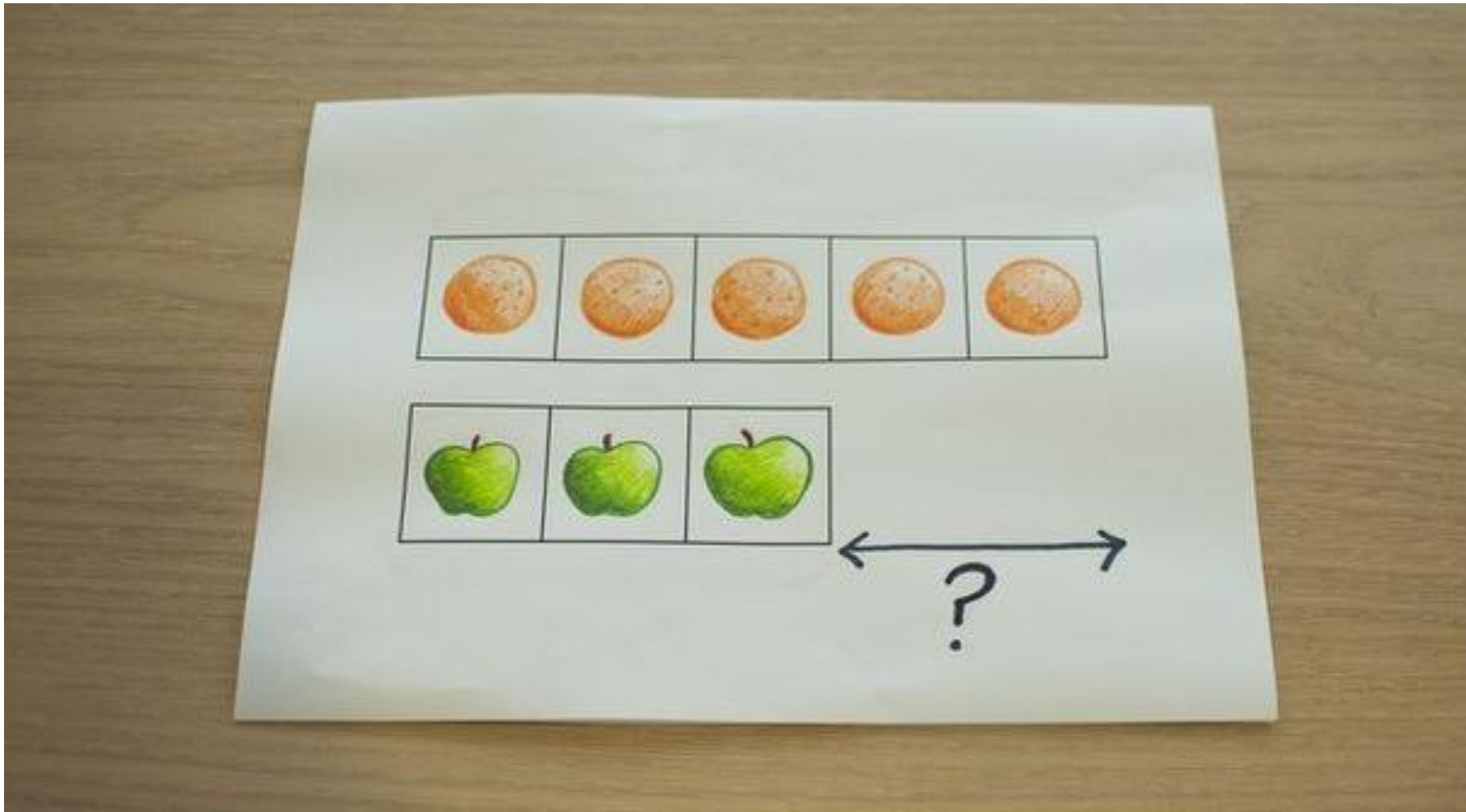




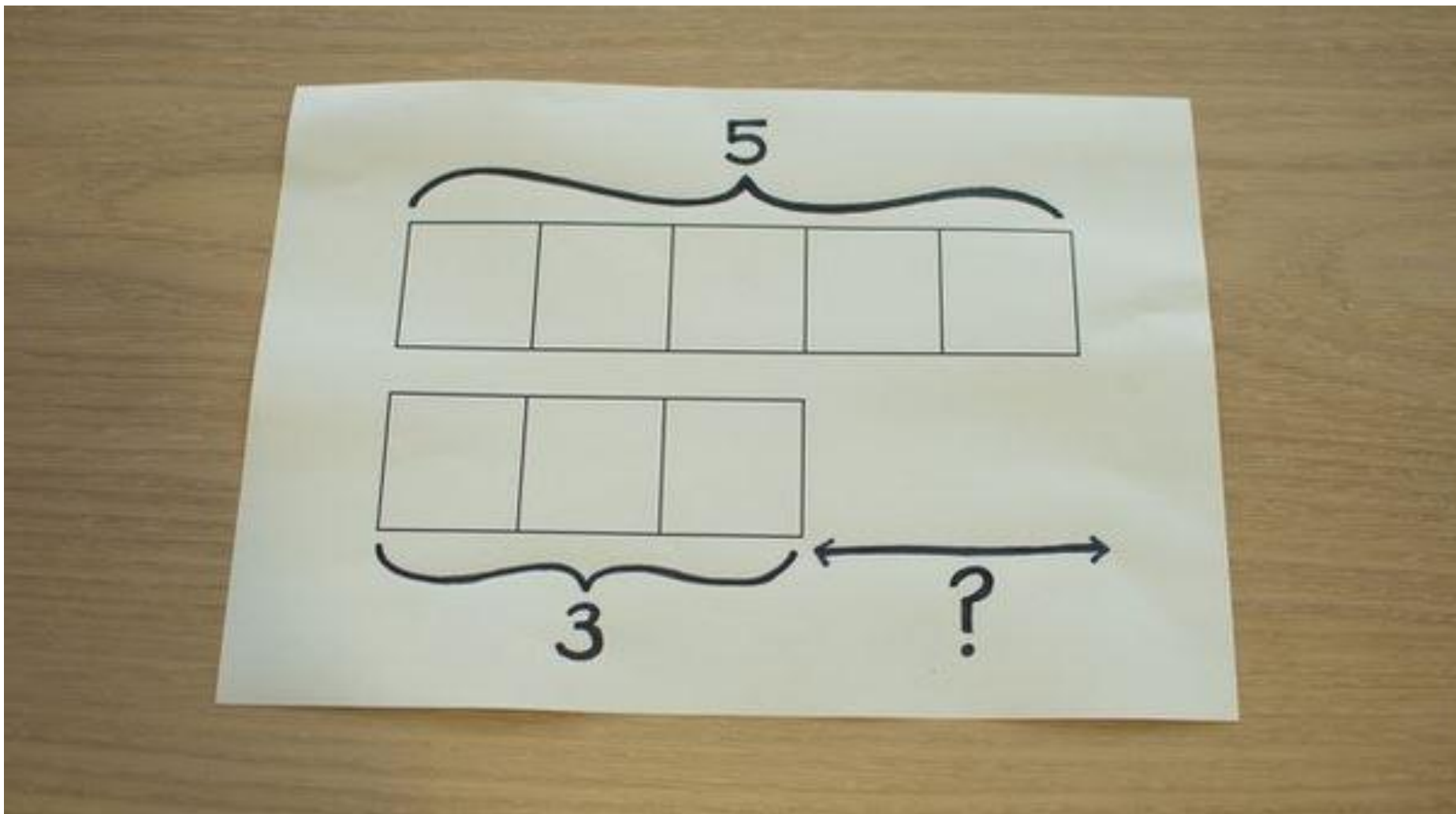
Imagine you have five oranges and three apples.  
How many more oranges than apples?



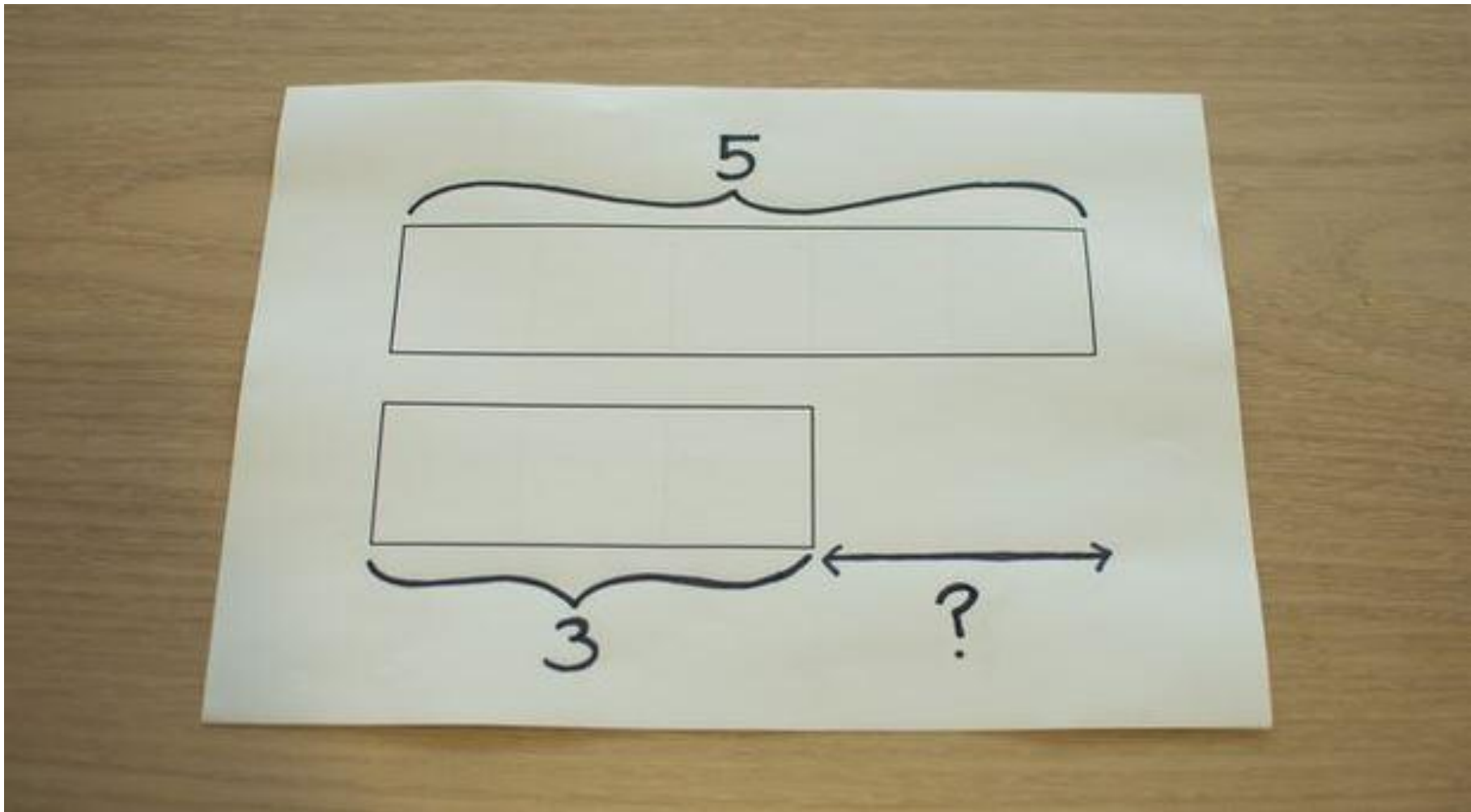
At first children model the problem with physical objects they can move around: like these cut-out pictures.



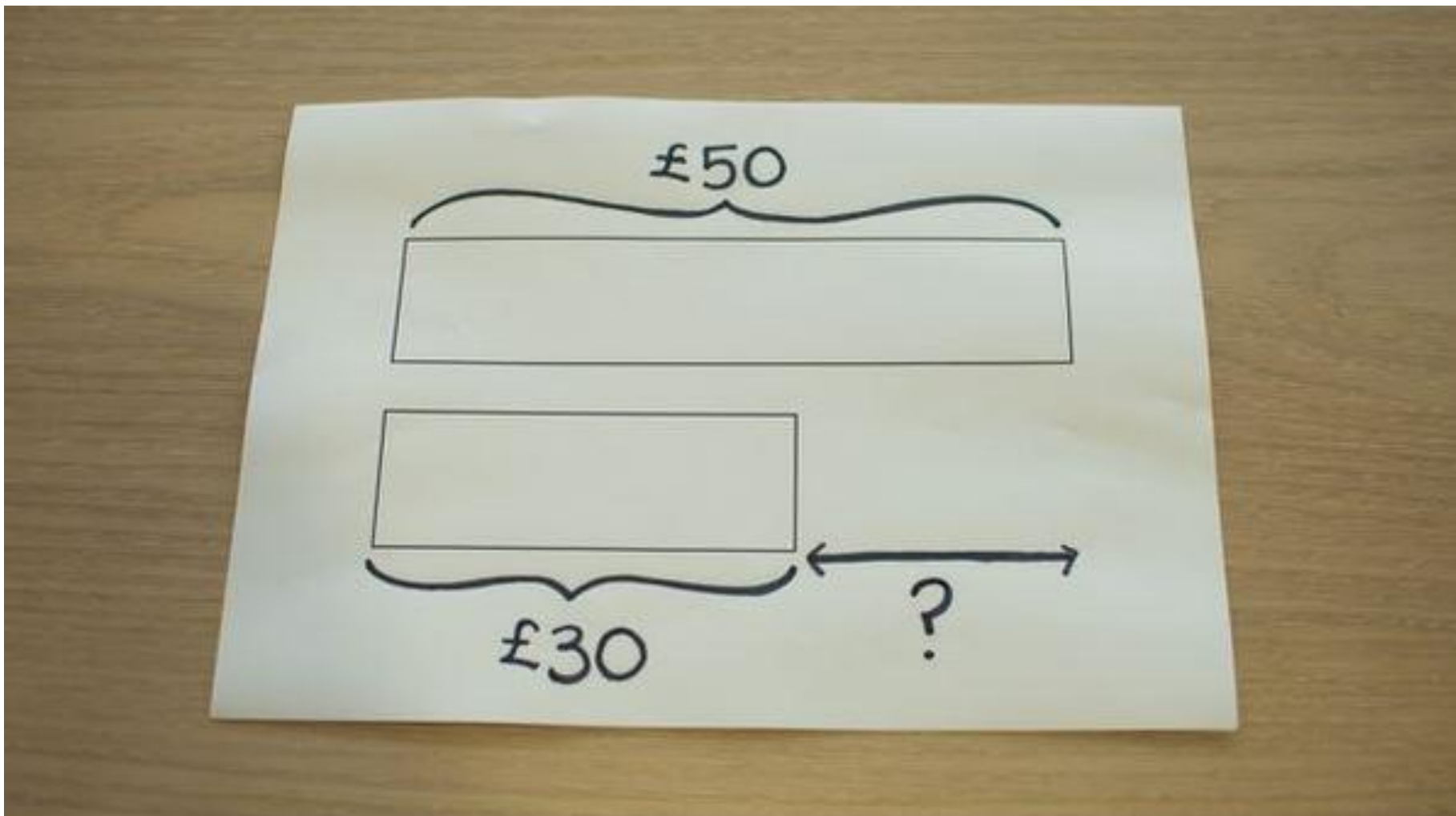
After a few months they start to draw pictures of the problem to help them think about it.



Over time children drop the pictures and just draw boxes. Then they start adding numbers as labels.



Once children are confident with the meaning of the number symbol they no longer need to draw all the boxes. However they know they can always draw the boxes in again if they need to convince themselves.



How much change would you get when you pay for a £30 shirt with a £50 note?

The model can be used to help visualise almost any maths problem.



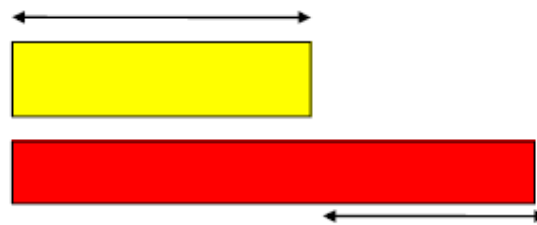
The background of the entire image is a dense, repeating pattern of colorful, three-dimensional numbers (0-9) in various colors including red, yellow, blue, green, orange, and purple. The numbers are scattered across the white background, creating a vibrant and playful texture.

# Problems to Solve

**Tom has a bag of 64 marbles, his friend gives him 28 more, how many does he have now?**

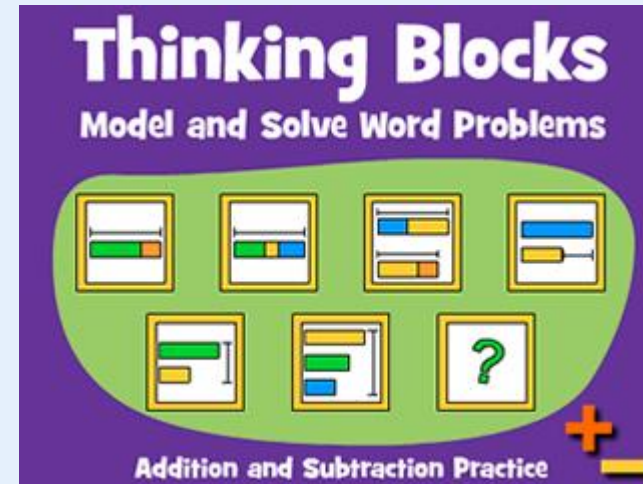
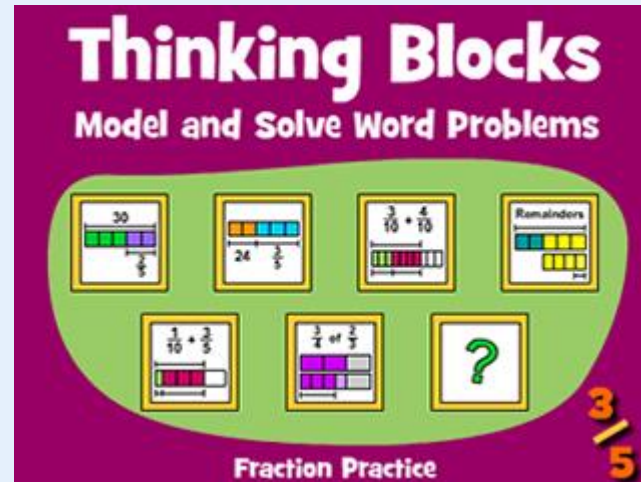
## Benefits to Bar Models

- Help focus students on *comprehension* of the problem's *situation*, rather than just finding numbers to crunch or just looking for an isolated “key” word or phrase.
- Shows explicitly the problem structure along with the known and unknown quantities
- Visual tool to help students determine the operation needed to solve



# Bar Method Modelling

1. [www.mathplayground.com](http://www.mathplayground.com)  
- Thinking Blocks



2. [www.thesingaporemaths.com](http://www.thesingaporemaths.com)

# Maths Meetings - What are they?

Identify the day of the week, month of the year and how many *days of school* there have been

Consolidate key ideas in mathematics

Practise mental arithmetic

Learn and consolidate 'general knowledge maths'

Rhymes and chants

# Improving Progress

'Keep up, Not Catch up'

One of the core **aims** of the National Curriculum is **that all pupils progress through the curriculum at broadly the same pace**; however, some pupils will require additional practice in order to keep up with their peers.

To support this, Orleans will be using **same day interventions (SDI)** and also provide 'closing the gap' materials for those pupils with more significant gaps in their understanding of number.

# Same Day Interventions - SDI

For pupils who have not fully understood a concept within a lesson, the use of **same day interventions** is required which give those pupils the chance to keep up with their peers by reinforcing the learning from that day's lesson and addressing any misconceptions.

These interventions respond to specific pupils' needs and will involve **different pupils each day**.

- **Interventions will be carried out on a daily basis for approximately 15 minutes**

# Pre-Teaching

## Why Is This Strategy Useful?

One factor that affects a child's mathematical performance is the utilization of prior knowledge.

Pre teaching is the teaching of skills prior to the activity that utilizes them.

Research shows that when the skills of mathematical procedures are pretaught, children learn to solve math problems much faster than when the components and the procedure were learned at the same time.

Preteaching components of a skill is efficient because integrating recently mastered components is easier than simultaneously mastering the components and integrating them to form a more complex skill.

**8.40 - 9am - Pre-teaching for specified children.**  
Sessions will be led by the teaching assistant.

# Key Instant Recall Facts (KIRFs)

**Autumn 1 - Number bonds for each number to 20**

**Autumn 2 - Doubles and halves of numbers to 20.**

**Spring 1 - Multiplication and division facts for the 2 times table**

**Spring 2 - Multiplication and division facts for the 10 times table**

**Summer 1 - Multiplication and division facts for the 5 times table**

**Summer 2 - Telling the time to the nearest hour, half hour, quarter hour and 5 minutes**



# Times Tables

By the end of Year 2, it is expected that children recall and use multiplication and division facts all tables to 2, 5 and 10.

## Stages are as follows:

- Stage 1: x2, x5 & x10
- Stage 2: x3, x6
- Stage 3: x4, x8
- Stage 4: x7, x9
- Stage 5: x11, x12
- Ultimate Challenge: All mixed up to 12x12

[www.theschoolrun.com/times-tables-the-best-ways-to-learn](http://www.theschoolrun.com/times-tables-the-best-ways-to-learn)

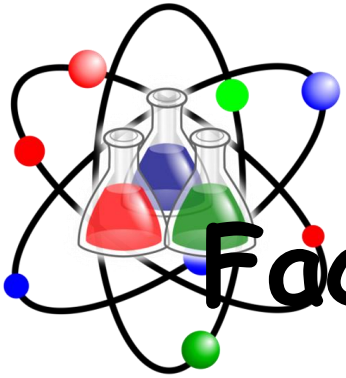
**Bronze:** Recite a complete multiplication table without error or long pauses (pupil may self-correct).

**Silver:** Answer random order multiplication sums without error or long pauses (pupil may self-correct) e.g.  $2 \times 4?$   $2 \times 8?$

**Gold:** Give the multiplication fact for any given answer/product e.g.  
 $36 - 6 \times 6$

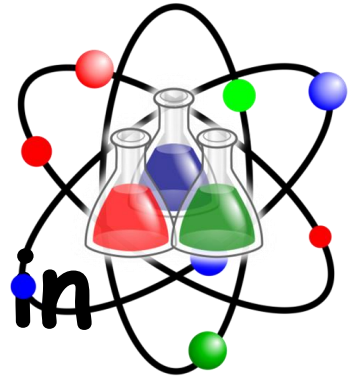
# Science

Animals, Materials, Seasonal Changes,  
Investigation and Plants.



Science

Facts, vocab, knowledge, changes in  
Science over time.



Science

Practical and enquiry lead.

# Assessment

- KS1 SATs May 2019

2 Maths papers: Paper 1: Arithmetic Paper 2: Reasoning

2 Reading Papers: Paper 1: Fiction, Poetry and a non-fiction section.

(Short reading paragraph with questions to follow.)

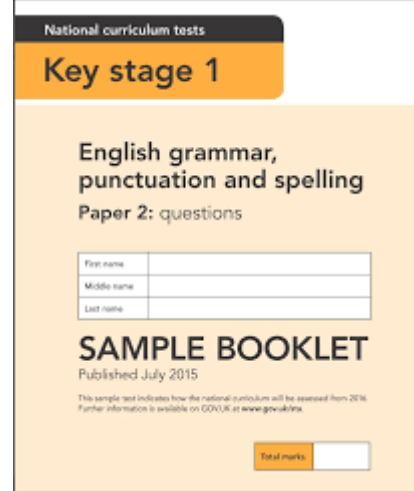
Paper 2 :Fiction and non-fiction.

(Longer reading section and then questions to follow.)

Spelling paper

Punctuation and grammar paper

- Practise SATs
- SATs type questions in lessons





# Home Learning

- Reading - 10 minutes/day
- Key Words
- KIRFs
- Times Tables
- Spelling Words
- Maths and English preview of the week's learning

Evidence in book!

## Half termly

- Reading comprehension

## Termly

- Writing competition
- Topic 'enhancement' project - optional

## Over the Year

- Reading list (Battle of the Books)
- 

# Handouts

- Year 2 Non-negotiables for writing
  - Year 2 Spelling List
  - Year 2 Reading List
- Help @ Home - Maths

